

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

Abstract

Project STAND (Student Activism Now Documented) is a first-of-its-kind collaborative effort among archival repositories within academic institutions across the country to create an online portal featuring analog and digital collections that document student activism related to historically marginalized communities. The project, initially conceived by Lae'l Hughes-Watkins (Kent State University) and Tamar Chute (Ohio State University), is a consortium of forty colleges and universities. The University of Illinois, in cooperation with the Project STAND partners, is respectfully requesting \$100,000 from the Institute of Museum and Library Services (IMLS) National Leadership Forum Grant (NLFG) in the Curating Collections category to support this initiative and carry it into the next phase. The project exemplifies several of the objectives in the NLFG curating collections category, including discoverability, accessibility through diversity in formats, in particular access through digitization. This project embodies several of the IMLS goals for diversity and inclusion, with themes that centralize archival work and the narratives of individuals/organizations from diverse geographic, cultural, and socioeconomic backgrounds as well as persons with disabilities.

Many U.S. colleges and universities in the last five years have seen an uptick in student activism. According to a 2015 article in *The Atlantic* magazine titled “The Renaissance of Student Activism,” approximately 160 student protests occurred in the U.S. over the course of the 2014 fall semester. As students continue to protest against acts of sexual violence, structural racism, discrimination against gender-neutral spaces, mass incarceration, state violence on and off-campus, climate change, etc., archivists are faced with the task of documenting the activities of student activists working to impact their college or university and surrounding community as part of the institutional record.

The *STAND Symposia: Documenting Student Activism and Marginalized Communities Across Academic Institutions* will be an 18-month project, beginning from October 1, 2018, to April 2020 and will launch four symposia, scheduled for March 2019 in Atlanta, Georgia, June 2019 in Kingston, Rhode Island, September 2019 in Chicago, Illinois, and December 2019 in Tempe, Arizona. Project Directors will be Tamar Chute, Ohio State University and Lae'l Hughes-Watkins, Kent State University. Anna Trammell will serve as Project Administrator. Panelists for the four forums will be recruited utilizing channels within the STAND consortium, including archivists and other information professionals, academics, technologists, and scholars. The symposia will also invite participants from a variety of communities outside academia to broaden the scope of voices, like the Amistad Research Center, Black Metropolis Research Consortium, DocNow, SAADA, and community archives in addition to former and current student activist leaders. All four forums will engage audiences via social media platforms to broaden participation in addition to livestreaming. Documenting Student Activism of Marginalized Communities Across Academic Institution's symposia will conclude with a white paper and an archivist toolkit that will provide summaries of critical conversations, next steps and educational resources that will enhance and support IMLS' goals for diversity and inclusion. By supporting this initiative, IMLS will play a critical role in sustaining critical discourse on the importance of archival work that provides a platform for marginalized identities.

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

Statement of National Need

Project STAND (Student Activism Now Documented) is a first-of-its-kind collaborative effort among archival repositories within academic institutions across the country to create an online portal featuring analog and digital collections that document the student activism related to historically marginalized communities (e.g., African American, Chicana, LGBTQ, religious minorities, disabled, etc.). The project, initially conceived by university archivists Lae'l Hughes-Watkins at Kent State University and Tamar Chute at the Ohio State University, is a consortium of colleges and universities requesting \$99,848 to build additional partnerships through a series of national symposia that will solidify the goals, objectives and status of Project STAND, while providing a forum for discussion of best practices, challenges, and successes in documenting student activism of traditionally underrepresented student populations. While still in its early planning stages, the initiative already has nearly forty institutions of various sizes from across the country.

Since the kick-off meeting held in June 2017 at The Ohio State University, the partners clarified the project's objectives and defined future outcomes, held quarterly meetings to conceptualize the project and move this initiative forward, appointed numerous committees to carry out this work, presented the initiative at multiple conferences, created a pilot website (<https://standarchives.wordpress.com/>), and began gathering data through collection assessment tools about the relevant holdings of participating organizations. The University of Illinois, in cooperation with the Project STAND partners, is respectfully requesting support from the IMLS National Leadership National Forum Grant in the Curating Collections category for \$99,848 to support this initiative and carry it into the next phase.

Students have traditionally been at the forefront of some of the most significant and transformative social movements in history. Ezell Blair, Franklin McCain, Joseph McNeil and David Richmond were all students at North Carolina Agricultural and Technical State University when they engaged in a sit-in at a Woolworth lunch counter in Greensboro, N.C in 1960 to protest segregation, which historians such as Todd Gitlin and Terry H. Anderson recognize as the kick-off for the Civil Rights Movement in this country.¹ This event led to the creation of the Student Non-Violent Coordinating Committee at Shaw University and the encouragement of activist and stalwart supporter of youth, Ella Baker.² In 1970, the National Chicano Moratorium was deemed the most

¹ See Todd Gitlin, *The Sixties: Years of Hope, Days of Rage* (New York, NY: Bantam Books, 1987) and Terry H. Anderson, *The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee* (New York, NY: Oxford University Press, 1995).

² Ransby, Barbara, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. (The University of North Carolina Press, 2003).

Documenting Student Activism of Marginalized Communities
Across Academic Institutions

massive protest mounted by a community of Mexican descent, held in the East Los Angeles and spearheaded by Rosalio Munoz, the University of California in Los Angeles (UCLA) student body president. An estimated 20,000-30,000 people demonstrated against the highly disproportionate number of Mexican-American casualties in the Vietnam War.³ That same year, on May 4, 1970, four students were slain by National Guardsmen at Kent State University in Kent, Ohio over protests of the Vietnam War. Eleven days later, two African-American students were killed by police officers at Jackson State University in Mississippi fighting for equal rights. These events caught national attention and were only two in a long line of student protests regarding war, race, and other socio-political issues that rages to this day. Nineteen years later, thousands of local college and university students marched to Tiananmen Square, Beijing May 4, 1989, to protest against government reforms.

The 21st century continues to witness college and university students, particularly those from traditionally vulnerable communities, engaging in activist activities in digital and physical spaces. Many U.S. colleges and universities in the last five years have seen an uptick in student activism. Sit-ins, protests, and hunger strikes have ignited a critical discourse on issues of race, sexual violence, mass incarceration, immigration, gender rights, transphobia, homophobia, sexism, and labor rights. According to a 2015 article in *The Atlantic* magazine titled “The Renaissance of Student Activism,” “there’s a renaissance of political activism going on, and it exists on every major campus.” The article reported that approximately 160 student protests occurred in the U.S. over the course of the 2014 fall semester alone. Student dissent has taken inspiration from the Black Lives Matter movement, which emerged in 2013 and became a rallying cry for acts of social injustice against communities of color on and off college campuses around the country. The Youth Movement in Tunisia served as one of the catalysts for the 2010 Arab Spring that gained international spotlight and spurred significant discussion on the role of social media platforms in providing channels of communication and organization.⁴

As these movements capture the nation’s attention like the civil rights and anti-war movements of the 1960s and 70s, it is imperative to ask whether repositories at academic institutions are documenting, preserving, and providing access to records in digital or analog format underscoring these narratives. The work of Project STAND has been guided by questions such as:

- What are we as archivists doing to archive these moments?
- If we aren’t archiving this aspect of student life, why not?
- Can we build relationships with these disenfranchised student populations/organizations?

³ Rosalio Muñoz papers, 1938-2012, University California Los Angeles, Charles E. Young Research Library.

⁴ Michael Slackman, “Bullets Stall Youthful Push for Arab Spring,” *New York Times*. March 17, 2011.

Documenting Student Activism of Marginalized Communities
Across Academic Institutions

- What initiatives can be launched to document the full scope of these movements and their impact on geographical locations?
- What do our repositories have on the long historical tradition of student activism about concerns impacting historically marginalized groups?

Archivists in the United States “began examining the representative imbalance in documentary records during the 1970s after acknowledging that the circumscriptive nature of traditional appraisal and selection models excluded minority groups,”⁵ Scholars like Howard Zinn and F. Gerald Ham were critical of the profession’s inability to archive the unexplored narratives of diverse communities and more than forty years later these concerns remain valid in the archival discourse. The work of Project STAND follows in the pathway of this investigation

It has traditionally been difficult for university and college archives to document student organizations and activities. The student population changes frequently and many student groups are not aware of the value in preserving their organization’s records for posterity or the role of university/college archives as a potential location to preserve and document their history. They may not know the archives exists. Today, the challenge is more significant because of the fragile nature of digital records and their scattering across multiple platforms. The transience of the student population is now exacerbated by the ephemeral, at-risk, and distributed nature of records documenting student activism that is produced today, creating an urgency to connect and document current as well as past acts of student dissent at our academic institutions.

The national need for this project also stems from our desire to make records that do exist more discoverable. Frequently, rich documentation related to student activism is buried in more massive university collections (e.g. Records of the President). Legacy finding aids, limited by colloquial/local names for protests, along with subject headings or controlled vocabularies can serve as an obstruction to discoverability for collections that may make content utterly invisible. Project STAND represents a compelling opportunity to serve as an aggregator for what our data shows are currently subsets of collections buried within records of university and college administrators or academic units. This initiative will provide a centralized access point for records available across institutions of varying resources, becoming a platform for shared access.

Impact

The *Project STAND Symposia: Documenting Student Activism of Marginalized Communities Across Academic Institutions* project’s goals are national in scope and will lead to the engagement of current student activist and encouragement of student

⁵ Gibbs, Rabia. “The Heart of the Matter: The Developmental History of African American Archives,” *The American Archivist*, Spring/Summer 2012, Vol. 75, No. 1, pp. 195-204

Documenting Student Activism of Marginalized Communities
Across Academic Institutions

organizations of marginalized identities to preserve and donate their records to archival repositories. The consortium also views Project STAND strengthening the discourse within academic institutions on the importance of recording student movements past and present (digital and analog). At the time of submittal, the STAND consortium has collected 171 collection assessment surveys, and some exceptionally perceptive data has begun to shape the landscape of academic repositories throughout the country. The data shows that 57% of the collections are not digitized, 52% of assessments reflect African American records (though collections in this category are generally insubstantial -- less than 10 cubic feet -- with many consisting of just a small collection of folders), and less than 12% percent of the institutions report having collections reflecting LGBTQ, Native American or narratives on disabled rights, and religious minorities. Project STAND collected data shows where there are gaps in an institution's memory and such data across geographic locations can create a substantive visualization to help inform institutions' collection development in the area of underrepresented student populations and while supporting digital curation.

The three primary goals for this 18 month project are: (1) to develop a network of information professionals, technologists, scholars and activists across disciplines that will create a sustainable system of voices that will assist Project STAND in dissecting and analyzing data gathered through institutional assessments (2) to implement sustainable engagement, increase membership by 10%, and provide educational resources through the development of an "Archivist Activism Archives" toolkit and post-secondary education curricula utilizing collection content curated in Project STAND (3) write and disseminate a white paper that will include a summary and analysis of the forums and the discourse, an outline of immediate next steps, and plans for continued collaboration for curation of activism archives.

Objective 1: Creating Networks

As students continue to protest against acts of sexual violence, discrimination against gender-neutral spaces, structural racism, mass incarceration, state violence on and off-campus, climate change, etc., archivists are faced with the task of documenting the activities of student activists working to impact their college or university and surrounding community as part of the institutional record. Efforts to archive these voices are rife with complex challenges: risk of data loss through format obsolescence, educating students on the role of archives within an institution, creating ethical workflows, building community with traditionally underrepresented students, accessibility and discoverability of analog records, and acquiring born digital content across multiple social media platforms. Establishing a network of archivists, technologists, academics, activists, and scholars will allow for substantive discussion on best practices for outreach to activists from marginalized identities (current and former), creating ethical workflows for acquiring born digital records, and successful processes for establishing access to analog and digital records of underrepresented student populations.

Objective 2: Engagement and Sustainability

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

Creating a network will be critical to establishing sustainable long-term engagement. Conducting forums across multiple regions will guarantee a diversity of voices from various perspectives. It is our plan to increase Project STAND membership by 10% and continue engagement with plans for our first national conference tentatively scheduled for the fall of 2020. The forums will also play a key role in the launch of our social media platforms (Twitter and a Medium account). These platforms in addition to our website will serve as critical channels of communication for sustainable engagement as we share summary reports of collection data (results from collection assessment from participating institutions on their relevant holdings). The project will also distribute an “Archivist Activist Archive” will be created and serve as an educational resource that will include methods for developing approaches in connecting with students. It will also educate student organizations on the value of preservation, provide professional tips on archiving digital and analog records, and give options on long-term preservation. All of these factors will encourage the creation of a sustainable virtual community for discourse, on the consortium’s efforts to advocate for the preservation of narratives that give insights into the impact of student activism on institutions’ development as well as local, national and international movements, policies, and legislation.

We have begun to collaborate with [DocNow](http://www.docnow.io) (www.docnow.io), an open source Web application that allows researchers and archivists to easily collect, analyze, and preserve Twitters messages and the Web resources they reference. Their work is critical to facilitating an understanding of best tools and methodologies to carry out the documentation of contemporary social movements taking place in part in digital spaces. There are clear intersections between the work of Project STAND and DocNow, and we look forward to nurturing those ties.

Objective 3: Educational Resources

The *Project STAND Symposia: Documenting Student Activism of Marginalized Communities Across Academic Institutions* will conclude with the development and distribution of a white paper, that will contain a detailed report of the collection assessment surveys gathered from Project STAND, including best-practices for engaging with historically underrepresented and marginalized communities, and a concrete outline of next steps moving forward. Content will be made available via the website, social media platforms, and through participating partners’ communication channels.

Project Design

The *Project STAND Symposia: Documenting Student Activism of Marginalized Communities Across Academic Institutions* will be an 18-month project. The official planning for the symposia will begin October 1, 2018 and will end March 2020. The first forum is scheduled for March 2019 in Atlanta, Georgia. Others are scheduled for June 2019 in Kingston, Rhode Island; August 2019 in Chicago, Illinois; and December 2019 in Tempe, Arizona.

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

Tamar Chute from The Ohio State University and Lae'l Hughes-Watkins from Kent State University will serve as project directors. Anna Trammell will serve as project coordinator. Site hosts and local co-project directors will include Raquel Clemons Flores (Chicago State), Karen Morse (University of Rhode Island), Sarah Tanner (AUC Woodruff Library), and Shannon Walker (Arizona State University). Co-organizational support will stem from AUC Woodruff Library, Black Metropolis Research Consortium, Chicago State, the University of Rhode Island, and Arizona State University.

Both the Project STAND advisory board and the consortium's current members are from a diverse background of varying perspectives and experiences, from private and public institutions, community-based archives, technologists, archivists, and librarians. A number of these individuals will serve as co-organizers of this project:

- Helen Conger, Archivist, Case Western Reserve University (advisory board)
- Jarrett M. Drake, Ph.D. candidate, Anthropology, Harvard (advisory board)
- Ken Grossi, Archivist, Oberlin College (advisory board)
- Andrea Jackson, Director Black Metropolis Research Consortium (advisory board)
- Elizabeth Smith Pryor, Associate Professor, History Department, Kent State University (advisory board)
- Michelle Sweetser, Head Librarian, and University Archivist, Center for Archival Collections, Bowling Green State University (advisory board)
- Eira Tansey, Digital Archivist, University of Cincinnati
- Trevor Watkins, Science Librarian, Kent State University (STAND web developer)

All of the participating institutions represented on the advisory board and general membership will be instrumental in identifying panelists inside and outside academia. **[see supporting documents for a list of potential panelists/speakers].**

DocNow, Black Metropolis Research Consortium (BMRC), DPLA, SAADA, WITNESS.org, and Association for the Study of African American Life and History (ASALH), will also be invited to make contributions to the forums with recommendations from their organizations to broaden the scope of discourse outside of academia.

In addition to ensuring geographic reach, hosting four different symposia will allow discussion on the goals of Project STAND in substantive dialogue on the successes and challenges in building community with student activists/organizations and the ethical dilemmas of archiving student activism (specifically of disenfranchised student populations). Each forum will include current and former student activists who have participated in actions to transform their campus/community. We expect these symposia to create spaces of inclusivity by demanding redress toward systemic actions of discrimination, ignite discourse to move towards accountability, and facilitate reconciliation with groups/institutions by asking for substantive reforms and policies through student leaders, organizational members, advisors, or coordinators.

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

All four symposia will include paper presentations submitted through a call for proposals (CFP). The CFP will utilize topics on student dissent that investigates the rise in student activism in the age of social media, looking at students serving in the role of agents of change through the lens of class, race, gender and sexuality, and also an analysis on the future of student activism and its long historical impact on marginalized student populations. The subject areas for CFP's include:

- The Rise of Student Activism in the Age of Social Media
- Activism at the Intersections: Class, Race, Gender Sexuality
- The Long March: Looking at the history of student activism in Academia & its Impact on Marginalized Student Populations
- The Future is What? The Role of Student Activism in Society for Millennials & Beyond

Facilities at each site will be chosen based on the following criteria, 1) ability to host 50-75 people, 2) parking and accessibility to public transportation, 3) A/V technology availability, 4) wireless ability, 5) geographic distribution and 6) General accessibility to the public.

Forum 1: Documenting Student Activism Now

Host Institution: AUC Woodruff Library

City: Atlanta, Georgia

As the first forum in this series, it will be critical to begin this dialogue with the importance of documenting student activists within contemporary movements of social injustice impacting marginalized communities with those directly engaging in this work—student activists. The first forum will be composed of three panels, primarily student activists from various intersectionalities, who will provide context into why they are activists and the challenges surrounding this role in academia. This first panel will set the stage to give attendees the opportunity to see through the lens of student activists from traditionally underrepresented student populations. The second panel will focus on the use of social media (Twitter, Instagram, Meetup, Snapchat, Facebook, etc.) and why they are critical tools in the push towards democracy. Panelists will be asked to address objectives in using social networking tools, whether they think about the permanence of digital content, archives, and the right of their actions as activists “to be forgotten.” The third panel will center the voices of archivists, academics, technologist and other information professionals on the efforts to ethically archive the digital, with assistance from organizations such as DocNow. The panel will illuminate successful tools for archiving documentation while underscoring the challenges affiliated with preservation, access, and sustainability.

Forum 2: Inclusivity: Documenting the Activism of Anti-racist Ideas

Host Institution: University of Rhode Island

City: Kingston, Rhode Island

Issues surrounding diversity, equity, and inclusion have historically been the most consistent area of student activism at the University of Rhode Island. That history will

Documenting Student Activism of Marginalized Communities
Across Academic Institutions

serve as the backdrop for this forum on inclusivity and anti-racism. The panels will utilize the experiences and histories of former and current student activists to underscore critical developments on campus, past, and present. This platform will provide vital discourse on levels of engagement of student activists, with some dissection on the impact of place and space regarding student activism (the impact of community/geographical location on the development of campus culture) and issues of race. The task of acquiring narratives in unfamiliar territory will be discussed from the archivist's role, where to start, how to identify critical voices and leaders and become informed on campus history if you want to engage in the development of an activist archive actively.

Forum 3: Building Bridges and Inter-Generational Voices

Host Institution; Chicago State University

City: Chicago, Illinois

The landscape for social movements has morphed in various directions across generations, and academic repositories are charged with the responsibility of capturing the voices of these inter-generational narratives. The lens for students of the civil rights era of the 1960s is distinctively different for students marching against gun violence in Chicago in 2018, and so are the tactics for outreach in documenting those histories. The forum at Chicago State will look at the long history of student activism on and off-academic campuses and will provide a platform for student leaders at Chicago State to discuss their involvements in social justice and balancing academia and activism with intergenerational discourse with alumni who will share reflections on the impact of their actions as student activists on their personal and professional lives. Both communities will participate in discussions surrounding what they view as effective outreach for archiving their stories and how archivists should begin conversations on preservation.

Forum 4: Archiving from the Intersections and Key Collaborations

Host Institution: Arizona State University

City: Tempe, Arizona

The final forum is an opportunity to discuss collaborations between academic and non-academic organizations in capturing the activities of student activists and sharing specific examples of community-driven efforts to preserve narratives of social injustice with a post-custodial model. Arizona State University's panels will endeavor to center the voices of immigrant, Native American and Asian-American student populations and varying intersections within those communities. In 2017, Arizona State University was awarded a Carnegie Mellon grant for \$450,000 to build their collections on Latinos, African-Americans, Asian-Americans and the LGBT community, and this forum will give space to learn about the work being led by Nancy Godoy, Arizona State University Archivist, and its connections to preserving the shared history between these marginalized communities and its relationship to student activism within those populations.

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

Communications Plan

Several channels of communication will be used to publicize the four symposia. Participating institutions will be asked to utilize their social media platforms to market their forum and the larger project. Internal publications within the institutions will be utilized to promote the symposia while hashtags will be deployed on Twitter such as #STANDForum19, #STANDForum2 and #STANDArchivesForum2019. The Project STAND website will also serve as a channel of communication for information about each forum, the call for papers, dates, and registration for each event. A Project STAND twitter account (@STANDArchives) will be launched before the first forum. The forums will be live-streamed via Twitter with recordings placed on the STAND site. At the conclusion of the forum, a white paper will be generated with plans to present at several future conferences including DLF, RBMS, and SAA.

Diversity Plan

At the center of Project STAND is the mission of uncovering and creating inclusive histories within academic repositories—histories that accurately reflect the diverse voices across the country and potentially internationally. By engaging in social justice work through archives, this consortium is aiming to strengthen our records where gaps are present--by building bridges with historically disenfranchised student populations where relationships were previously nonexistent--to share successful practices and discuss ongoing challenges. The consortium includes a variety of academic institutions working with African American, Latinx, LGBTQ, Native American, Asian American archival collections. The project will discuss discoverability, accessibility through diversity in formats, and, in particular access through digitization. This project exemplifies the IMLS goals for diversity and inclusion, with themes that centralize archival work and the narratives of individuals/organizations from diverse geographic, cultural, and socioeconomic backgrounds as well as persons with disabilities. The Project STAND symposia will provide a platform to discuss research findings and forge new alliances, while discussing, lived experiences that have previously been rendered invisible, and successful (and ethical) practices for documenting these experiences. The symposia and the overall mission of Project STAND addresses several criteria outlined in the National Leadership Grant for Libraries program. The consortium of nearly forty archival organizations will strengthen its diverse alliances; create disruptive models for working with traditionally underrepresented communities that will center their voices in the archival record, and establish new practices that can be adapted and thereby extend the benefit of this grant, if awarded.

Project Resources: Personnel, Time Budget

Tamar Chute, Raquel Flores-Clemons, Karen Morse, Lae'l Hughes-Watkins, Sarah Tanner, and Shannon Walker will serve as Project Co-Directors and will work together to plan, coordinate, and deploy the successful implementation of four symposia

Project STAND Symposia

Documenting Student Activism of Marginalized Communities Across Academic Institutions

in various regions. Anna Trammell will serve as the Project Administrator and will manage the finances and reports for the project.

Hughes-Watkins will work with the local co-directors at all four sites to coordinate the needs of each forum. The following STAND advisory board/members will serve as co-coordinators: Helen Conger, Archivist, Case Western Reserve University will compile data reports from collection assessments that from STAND partners that will be utilized in presentations during each forum. Conger will devote time to planning these activities. Jarrett M. Drake, Ph.D. candidate, Anthropology, Harvard and Eira Tansey will be working together to provide assistance on the student panel structure group and will collaborate with archivists from each host site to identify local student activists to participate in the symposia panels. Drake and Tansey will also be working to compile other strategies to help archivists learn how to collaborate with student activists for improved archival documentation.

Ken Grossi, Archivist, Oberlin College, Andrea Jackson, Director Black Metropolis Research Consortium (BMRC) and Michelle Sweetser, Head Librarian and University Archivist, Center for Archival Collections, Bowling Green State University will provide feedback on developing the structure of the overall forums and questions for the archivists, technologists, academics, etc. Elizabeth Smith Pryor, Associate Professor, History Department, Kent State University will work to assist in the development of curricula/lesson plan related to materials in Project STAND post symposia. Trevor Watkins, Project STAND web developer, and STEM Librarian, Kent State University will have the task of updating the Project STAND site to include all the critical information for all four events, creating a CFP form, registration form, and uploading all vital details leading up to, during, and after the completion of the symposia.

All co-directors located at each host site will work with Ms. Hughes-Watkins beginning October 1, 2018, to March 2020. The symposia are scheduled for March 2019 in Atlanta, Georgia (AUC Woodruff), June 2019 in Kingston, Rhode Island (URI), September 2019 in Chicago, IL (Chicago State University), and December 2019 in Tempe, Arizona (Arizona State University).

As the fiscal agent for this project, the University of Illinois will manage the project's finances. The University of Illinois Grants and Contracts Office (GCO) provides post-award administration functions in support of sponsored projects. Approximately 40 GCO staff members collaborate with departments, principal investigators, and sponsoring agencies to ensure the successful administration of sponsored projects. In Fiscal Year 16, the University of Illinois managed \$335 million in total sponsored federal research and development expenditures. Support within the University of Illinois Library will be provided by Anna Trammell, Archival Operations and Reference Specialist for the University of Illinois Archives Research Center/Student Life and Culture Archives, and Kathie Veach, Manager for Research Administration for the University of Illinois Library Business Office.

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

- Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

N/A

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

N/A

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

N/A

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

The Project STAND Symposia: Documenting Student Activism of Marginalized Communities Across Academic Institutions will create four video recordings.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

Each host site for the forum will have a designated station with a digital video camera, video editing software (Adobe Premiere, Finalcut Pro or similar software) and 2-4 SD cards.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

For the purpose of preservation, all four forums will be recorded using .avi format and will utilize the following specifications:

1) Videostream: uncompressed 10-bit 4:4:4

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

Each forum will have a designated technician that will supervise the live video stream and evaluate the accuracy of footage at each forum. After content from SD cards have been downloaded to the computer, they will be reviewed for compatibility.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Originals will be stored in a climate controlled facility at each host site. Digital files will be backed up to Ohio State University's Box cloud storage and an external hard drive. They will be periodically checked for playback. To combat digital obsolescence as new technology becomes available, the files will be migrated to updated file formats with the rest of OSU's digital content.

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

We will use Dublin Core as the standard.

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

The metadata will be displayed on an a webpage and backed-up on a spreadsheet, which will be saved to Amistad's digital server.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

All metadata for the digital product will be displayed on currently existing Project STAND web site and will be backed-up on a spreadsheet, which will be saved with Ohio State University's Box Cloud Storage.

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

The digital content will be available on a previously designed open access web page (currently using Wordpress but may migrate to another platform in the future).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Digital content curated by the Project STAND consortium in partnership with 40 organizations can be found at the following URL: <https://standarchives.com/>

Part III. Projects Developing Software

A. General Information

OMB Control #: 3137-0092, Expiration Date: 7/31/2018

IMLS-CLR-F-0032

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

N/A

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

N/A

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

N/A

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

N/A

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

N/A

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

N/A

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

N/A

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

N/A

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

N/A

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL: N/A

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

N/A

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

N/A

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

N/A

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

N/A

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

N/A

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

N/A

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

N/A

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?

N/A